

We are looking for a curriculum proposal that incorporates most, if not all, of the following learning standards via an exciting and engaging project. The standards below are from the High School Assessment Program (HSAP).

Curriculum Guidelines: English/Critical Reading/Writing (HSAP)

Standard 1: The student will read and comprehend a variety of literary texts in print and nonprint formats.

In responding to test questions, the student may be asked to

- analyze characteristics of fiction/nonfiction
- analyze elements of poetry
- compare and contrast information within and between texts
- determine the main idea
- draw conclusions and make inferences
- determine impact of cause and effect relationships
- analyze relationships among plots, characters, settings, conflicts, and themes in literature
- analyze the impact of point of view
- evaluate author's craft
 - ~ flashback ~imagery
 - ~ foreshadowing ~symbolism
 - ~ figurative language ~word choice
 - ~ personification ~tone
 - ~ hyperbole ~irony
 - ~ simile
 - ~ metaphor (including extended)

Standard 2: The student will read and comprehend a variety of informational texts in print and nonprint formats.

In responding to test questions, the student may be asked to

- compare and contrast information within and between texts
- determine impact of cause and effect relationships
- determine the central idea
- draw conclusions and make inferences
- analyze author's use of bias and propaganda techniques
- determine undocumented statements/inadequate support in texts
- analyze information from text elements and graphic features

Standard 3: The student will use word analysis and vocabulary strategies to read fluently.

In responding to test questions, the student may be asked to

- use knowledge of Greek and Latin roots and affixes to analyze the meaning of complex words
- use context analysis to determine the meanings of unfamiliar or multiple-meaning words
- analyze idioms, euphemisms, and words with precise connotations and denotations

Standard 4: The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

In responding to test questions, the student may be asked to

- edit for language conventions
 - ~ capitalization ~ punctuation

- ~ word usage
- ~ word choice
- ~ spelling
- ~ verb tense
- ~ subject/verb agreement
- revise writing
 - ~ clarity
 - ~ effective phrasing
 - ~ sentence structure
 - ~ parallel structure
 - ~ precise vocabulary
 - ~ sentence combining
 - ~ sentence variety

Standard 5: The student will write for a variety of purposes and audiences.

In responding to a given prompt, the student will be asked to

- develop an extended response around a central idea using relevant supporting details and a logical progression of ideas to explain, inform, describe, or persuade. (Response will be scored using a 15 point rubric focusing on the following domains: content/development, organization, voice, conventions.)

Standard 6: The student will access and use information from a variety of sources.

In responding to test questions, the student may be asked to

- use a dictionary and thesaurus
- ask questions to guide research inquiry
- clarify and refine a research topic
- evaluate credibility of sources, including consideration of accuracy and bias
- organize and classify information by categorizing and sequencing
summarize, paraphrase, analyze and evaluate text